

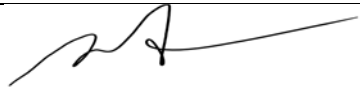


2026 ELIZABETH COLLEGE SCHOOL IMPROVEMENT PLAN

hScan and Assess	Priorities and Targets	Key Actions	Monitoring- action, who, when?
<p>Scan DECYP Strategic Plan 2024-2030 Our Approach to School Improvement (OATSI) - Tight Expectations School Improvement Tool 2025 Annual Review External School Review Recommendations (2024) TASC Attainment Profile (TCE/ TCEA/ VET/ ATAR/ Everyday Standards) Measuring School Progress Platform (Attendance) TASC Differences Report Retention Data Edi Projections Data Teaching and Learning Survey Data Student Wellbeing and Engagement Survey 2026 Year 11 Reading Fluency Screening</p> <p>Assess External School Review (ESR) 2024 Recommendations 1. Refine, clarify, and align the improvement agenda to enable and empower effective collaborative teams. 2. Cultivate an expert teaching team through collective professional learning and collaborative inquiries to identify and continuously refine pedagogical practices by: > Enhancing leaders' capability to lead and guide this work. > Developing data literacy. > Implementing an evidence-based observation and feedback framework, including peer observation, mentoring, and coaching. > Monitoring and evaluating the effectiveness and impact of agreed evidence informed practices through analysis of student data. 3. Co-construct with staff and the community a clear vision and beliefs in wellbeing, teaching and learning to drive or enhance a positive learning culture.</p> <p>Attendance Data EC's attendance rate was 71.6% in 2025, an increase from 70.7% in 2024. Connections Group attendance</p>	<p>Priority 1: Analysing and discussing data Focus Area/s: Building school-wide culture of data use to improve attainment and attendance outcomes SIT: Domain 2 DECYP Strategic Plan: Well and Thriving, Learning More Everyday OATSI: Learning: Student Engagement and Attendance ESR: Recommendation 2 (data literacy/ analysis) Theory of Action: Building staff confidence and competence to regularly engage with data should improve attainment and attendance outcomes for young people as we know our students and can provide intentional and proactive identification and intervention, timely communication, appropriate support and effective monitoring</p> <p>Target 1 Improve the percentage of students achieving a TCE (76%) or TCEA (13%) in 2026</p> <p>Target 2 Improve the College average attendance rate in 2026 from 71.6% (Measuring School Progress (MSP) Dashboard)</p>	<p>Target 1 Attainment projections, identification and tracking</p> <ul style="list-style-type: none"> Undertake comprehensive TCE Projections processes- for current year and future enrolment purposes including VET audit of points Whole staff professional learning sessions, 'know our students' engaging with data, concerns flagged with Senior Leadership Team (SLT) around students at risk of not attaining, including Everyday Standards, PA or better, and/or Complexity Points Attendance and Engagement Team (AaET) weekly meetings using the Data Wall flagging attendance issues, potential TCEA applicants, Australian School-based Apprenticeship (ASbA) students and document Tier 2 and 3 supports Communicate progress to students and parents/ carers using DSI TCE Progress Report <p>Interventions, Flexible Provision and Support</p> <ul style="list-style-type: none"> Counsel and enrol students in a course of study which ensures students are on track for TCE, including TCE standards for Year 11s Goal setting and mentoring as part of Connections Program Classroom teachers offer educational adjustments to support all students to meet minimum work/assessment requirements for their course, supported through Student Services Plan, promote and deliver TCE/A and TASC Parent/ Carer Forum Communication strategy to highlight the importance of all students achieving a PA award or better in all subjects to support TCE attainment – assembly, communication to parents/carers Staff professional learning around learning plans and educational adjustments Formalised tutorial support with specific emphasis on literacy and numeracy and providing feedback Facilitate Flexible Learning and Blended Learning options as a TCE support/intervention overseen by specialist teacher at 0.1 FTE If not on track to meet PA requirements (or SA in 'TCE standards' course): <ul style="list-style-type: none"> Communicate early in the year with parent/carers of students On Progress Report, 'Interview Required' is requested for Discussions of Learning Initiate a course or level change + Program to support TCE/A attainment in first week of TASC Exams <p>Target 2 Attendance Culture</p> <ul style="list-style-type: none"> Clear and consistent attendance messaging from Term 1 to students and families, outlining expectations and available supports Strengthen alignment between attendance processes and Connections and Communities planning and delivery Empower the Student Leadership Group (SLG) to actively promote attendance initiatives Conduct professional learning and "knowing our students" sessions each term as indicated in the Professional Learning Plan: <ul style="list-style-type: none"> Engage classroom teachers in attendance monitoring by identifying and responding to attendance variation within individual classes Establish early-term (Weeks 2–3) subject teacher checks (via digital data wall) of attendance percentages against overall data to identify patterns early Recognise students with excellent attendance and those who show improved attendance throughout the year Engage with students using a trauma informed practice approach Breakfast Club operational 5 days a week to nourish and build sense of community and belonging <p>MTSS Attendance</p> <ul style="list-style-type: none"> Make contact with College's that have higher attendance rate to ascertain their high leverage strategies to incorporate into MTSS Framework Use MTSS Tier 2/3 Framework to liaise with Student Services and relevant leaders where escalation is required Consistent messaging from staff around importance of CG attendance Follow up by CG teacher and logging concerns and contact in SSS <p>Early intervention and multi team support</p> <ul style="list-style-type: none"> Provision of accurate and timely data via EduPoint and Student Management Platform Transition processes with DECYP schools to inform staff Attendance and Engagement Team meet regularly to identify and provide additional intervention and support for: <ul style="list-style-type: none"> Connections Groups Individual students Community APs to support and follow up with CG Teachers so that attendance processes are being undertaken 	<p>Target 1</p> <ul style="list-style-type: none"> Monitor TCE Projections Report – AP CAP, SLT – Monthly check-in's Analysis of SARIS data extract – AP Systems and Data, Curriculum Leaders, teachers after reporting periods – March, May, August Reports Attendance at TCE/A forum – AP Curriculum, Attainment and Pathways. 2 March + Program attendance and submission of work – AP Curriculum, Attainment and Pathways – Week 4 Term 4 Attendance at staff PL about Educational Adjustments – AP, Student Services – Term 1 Enrolment and completion of Flexible Learning units – TLO – Ongoing Audit: mark book, scope & sequence and assessment task – Curriculum Leaders – March, May, August Reports Tutorial attendance – AP Teaching & Learning, Community and Engagement, tutorial teachers – weekly <p>Target 2</p> <ul style="list-style-type: none"> Overall college attendance monitored – AP Systems and Data, AaET, CG Teachers – weekly Monitoring unmarked rolls – Leader Operations & Data – monthly Communicating with parent/carers for attendance letters – AP Systems and Data, SLT – Term 4 Monitor engagement of Edsmart attendance communications – Leader Operations & Data, AaET – Each term Attendance at staff PL Know Our Students PL – AP – each term Attendance at Breakfast club sampling – AP Wellbeing – second last week of the term Educational Learning Plans moderated – AP Wellbeing, Support Teachers, DECYP personnel – Term 2 Student Service data: referrals, appointments – AP Wellbeing, Student Service Leader – each term

<p>declined by 2.9% from 2024 to 2025. Attendance in Connections Group was 7.7% lower than the college average in 2025.</p> <p>Student Wellbeing Survey- Learning Practices Learning Practices (Personal learning styles, organisational skills and capacity to complete schoolwork) improved by 2025 after having a similar goal. % of Low was 22%, down from 34%, Mid was 47% up from 43% and High 31% up from 23%.</p>		<ul style="list-style-type: none"> Establish standardised, co-constructed attendance conversation templates and attendance plans to ensure consistent intervention practices across EC Develop and implement Individualised Education Plans (Learning Plans) and Attendance Improvement Plans incorporating therapeutic supports, trauma-informed approaches and flexible delivery models (e.g. blended on-site/online learning, partial re-entry). Study support sessions for students with Supplementary Need and above Student Services Attendance Officer to provide early communication and intervention processes for those with a history of attendance issues Provide intensive family support and coordinate with legal and child-welfare services when required Increase administration support to enable attendance texts and follow up to occur related to each lesson Partner with parents, carers and community services to remove logistical barriers (e.g. transport vouchers, health referrals). Seek student voice around this too 	
<p>Attainment Data Senior Secondary Attainment Profile Elizabeth College: The TCE attainment rate over the last 3 years has remained static around 75%, with 2025 improving to 76%. TCEA approvals have also increased by 1% (13%). 93% of Year 12 students attained the Mathematics Everyday Standard and 83% attained the Use of Computers and the Internet Everyday Standard. Overall, 89% of students were awarded either the TCE or TCEA. In terms of VET participation, 15% of students achieved a VET qualification and achieving TCE Mean ATAR scores over the last 3 years have increased from 76.3 to 77.4.</p> <p>Everyday Adult Literacy Standard Attainment Everyday Literacy Standard attainment rate rose from 88% in 2024 to 91% in 2025 according to the TASC Senior Secondary Attainment Profile. This does not consider the increased number of approved TCEA applications where student needs may preclude them from studying courses that attract the standards. Baseline DECYP data over a three-year period from Census 2 Year 11 to end of Year 12 2023-2025 saw an increase of 1% (76.5%) attaining the Literacy Everyday Standard</p>	<p>Priority 2: Wellbeing for Learning/ Promoting a Culture of Learning Focus Area/s: Building a sense of belonging through Connections Group and Community events and embedding an explicit focus on developing student knowledge around learning practices so students know themselves as learners. SIT: Domain 3 DECYP Strategic Plan: Known, heard, included, Learning more everyday OATSI: Learning: Student Engagement and Attendance, Wellbeing for Learning ESR: Recommendation 2 Theory of Action: When students' wellbeing is prioritised and supported through the development of positive relationships with peers and staff and they have a strong understanding of themselves as learners, they are more likely to attend regularly, engage deeply, and achieve academically leading to stronger long-term life outcomes.</p>	<p>Target 1 Communities – Wrap around Supports</p> <ul style="list-style-type: none"> 2 x Community meetings per term (Connections Teachers + Community AP) Communications Strategy specific to Connections Group (CG) Attendance – early in year targeted Meet the Connections Teacher event. Invite includes contact details Structure of communities – students known for two years to CG teacher + AP Documenting student supports (MS Teams chats, SSS entries) Attendance recorded in Edupoint with text message triggered for non-attendance Student recognition for high/ improved CG specific attendance <p>Connections Program</p> <ul style="list-style-type: none"> Year level Scope & Sequence, Unit Plans & Resources centralised and accessible to ensure fidelity Curriculum, presentations and events underpinned by a curriculum that focusses on respectful relationships, goal setting, careers and pathways, wellbeing Sharing with parents/carers what is done in Connections including learning goals - in welcome, e-News, MCG event <p>Target 2 Learning Practices: Student Related Strategies</p> <ul style="list-style-type: none"> Understanding the Brain workshop delivered to all students Learning Practices as a key focus in Connections Program for Year 12: metacognition, growth mindset, and motivation, and Year 11: time management, study habits, procrastination. Broad focus on defining and understanding learning practices Inclusive Programs redesign to allow more flexibility, increase engagement and support access Active learning practices delivered in class teaching by teachers: how to study within each discipline Support engagement and focus through reduced distraction from phones use at school: explicit teaching and messaging, posters, classroom supports Development of Library supported learning space for students with complex needs Parent Forum focusing on Metacognition so parents/ carers understand how they can best support their young people <p>Professional Learning</p> <ul style="list-style-type: none"> Staff undertake Learning Practices professional learning sessions and embed in practice with students 	<p>Target 1</p> <ul style="list-style-type: none"> Attendance process followed through MS Teams, SSS contact log and linking to AaET for Tier 2/3 Intervention - Connection Teachers – throughout the year Review CG attendance – SLT twice a term Monitor SWaES completion – throughout the 3 weeks of access in Term 3 – AP's and Community Leader, AST Operations and Data Effective implementation of Connections curriculum – AP/Community Leader – observation each term Staff feedback on program – AP/Community Leader – Term 4 Student voice (random student sample via interview – what is valued, could be better, perceptions of drivers for attendance) - AP's/Community Leader – throughout the year <p>Target 2</p> <ul style="list-style-type: none"> Attendance and Survey Feedback at Parent Metacognition Workshop – AP Wellbeing, AST- Leader Student Support, Student Services staff – early Term 2 Analysis of 2026 SWaE Survey data as per Data and Professional Learning Plans – Whole Staff, AP Wellbeing - Term 4 Library support learning space use – IS, SLT and Student Services Leader – Term 2, 3, and 4
<p>Retention Data Year 11 Census 2 indicated 396 students were enrolled in 2024. The Yr 12 Census 2 figures for 2025 indicated 349 students were enrolled. According to the TASC Direct Continuation Report, 79% of Year 11 2024 students continued through to Year 12. A reduction of student numbers may not consider those who have left for a variety of reasons including on an approved learning pathway.</p>	<p>Target 1 Improve Connections Group attendance rate in 2026 from 63.9%</p> <p>Target 2 Reduce the % of students who identify as Low in Learning Practices (Student Wellbeing and Engagement Survey) in 2026 (2025 SWaES- 22%)</p> <p>Priority 3: Leading Systematic Curriculum Implementation Focus Area/s: A schoolwide approach to curriculum implementation: templates, Canvas courses. Using digital pedagogy to promote engaging and flexible learning. MTSS approach to literacy including a Tier 1 whole college documentation and PLTs SIT: Domain 6 DECYP Strategic Plan: Learning more every day, Known, heard and included</p>	<p>Target 1 Canvas Supports</p> <ul style="list-style-type: none"> Leader of Digital Pedagogies position established with time release to lead and support staff New EC Canvas templates developed and to be used across the college: each class Professional learning to support staff - sessions and resources Perform regular audits of Canvas page status across the College so that classes that do not include the minimum requirements receive targeted assistance Curriculum Leaders to meet with Curriculum Teams to focus on their Canvas priorities. Also to seek feedback from their teams about progress and any issues to address Professional learning for teaching staff undertaken around uploading Evidence of Learning Curriculum Team meetings to have time allocated to populating assessment tasks in Canvas <p>Target 2 MTSS Approach to Literacy</p> <ul style="list-style-type: none"> Develop MTSS Literacy Implementation Plan for whole school, including mapping Tier 2 / 3 Interventions Conduct Universal Oral Reading Fluency (ORF) Literacy Screening for Year 11 students: 	<p>Target 1</p> <ul style="list-style-type: none"> Audit of Canvas Courses prior to Evidence of Learning deadline – Leader Digital Pedagogies, AP Data and Systems/ AP T&L – weekly until completed Monitor access and use of available support bookings for Canvas – Leader Digital Pedagogies, AP Data and Systems/AP T&L – each term <p>Target 2</p> <ul style="list-style-type: none"> Monitor TCE Projections Report for literacy standard – AP CAP, SLT – Monthly check-in's

<p>TASC Ratings Data 2025 When comparing Overall College ratings for 2025 from the previous year, we saw a significant decrease in the % of Limited Achievement awarded reducing from 10.2% to 5%. Limited Achievement are a significant barrier to students achieving their TCE through points. PA ratings in 2025- 11.4%, SA rating - 35.4%, CA ratings- 25.7%, HA ratings-12.8% and EA ratings- 9.7%. Collegewide Ratings PA and above saw an increase of between 0.7-1.5%</p>	<p>OATSI: Teaching: Pedagogy</p> <p>ESR: Recommendations 2</p> <p>Theory of Action: A consistent, schoolwide approach to curriculum; supported by shared templates, aligned Canvas courses, and evidence based digital pedagogy; creates coherent, engaging and accessible learning experiences for every student. By embedding explicit disciplinary literacy within a strong Tier 1 MTSS framework and driving collaborative PLT planning cycles, we ensure high quality instruction in every classroom and improved learning outcomes across the school.</p>	<ul style="list-style-type: none"> ○ develop systems and processes to gather data efficiently and responsibly ○ keep parents informed of trial, outcomes and suggested next steps ○ use the Fluency Trial data through the Data Wall to support Tier 1 teaching <ul style="list-style-type: none"> ● Library website and Quick Links are maintained to ensure access to literacy resources and supports 	<ul style="list-style-type: none"> ● Audit Unit Plan Course Documentation for inclusion of Literacy sections – Leadership Team – Term 2, 3, and 4 ● Analysis of Universal Screening Data – IS, Student Support Leader, AP T&L, Principal – Term 1 and Term 3/4 ● Macq Lit Intervention – IS/Student Service Leader – throughout the year ● ORF Year 11 and Intervention offerings/data – IS/AP T&L – throughout the year
	<p>Target 1</p> <p>100% of courses have an active Canvas page that includes a Scope and Sequence, Assessments, Evidence of Learning and Contact Information in 2026.</p>	<p>Tier 1 Teaching of literacy</p> <ul style="list-style-type: none"> ● Curriculum planning including the use of common EC templates for Scope and Sequence, Unit Plan and Canvas include: <ul style="list-style-type: none"> ○ Course literacy outcomes ○ Word recognition and reading practices: identified explicitly taught Tier 2 and 3 vocabularies, reading strategies and text accessibility ● Enrolment Process ensure Year 11 students have a literacy standard course appropriate to them <p>Professional Learning</p> <ul style="list-style-type: none"> ● Macq Lit professional learning for relevant staff to underpin Tier 2/3 intervention ● Key staff to engage with Spaced learning with Emina McLean ● Whole staff Literacy/Reading PL with a focus on course literacy outcomes, vocabulary, reading practices, comprehension and supporting students with additional learning needs ● Instructional Specialist to coach PLT Leaders and work with PLTs ● PLT focus to have a literacy related inquiry question (vocabulary/ reading practices) and to inform teacher practice ● Instructional Specialist to engage with teachers in peer observation process <p>Enrolment Requirements and Tracking</p> <ul style="list-style-type: none"> ● Noted strategies above in attainment related target 	
	<p>Target 2</p> <p>Increase rates of attainment of Everyday Adult Standard - Reading, Writing and Communication, against a 3-year baseline of 76.5% or above (2023-2025). *Data does not include students who achieve a TCEA.</p>		

Signed by Principal		Signed by Executive Lead	
Name of Principal	Shane Fuller	Name of Improvement Consultant	Paul Dalla Fontanna
Date	4 May 2026	Date	